

Co-Curricular Activities, Physical Activity Motivation and Sports Performance of High School Athletes

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Abstract

This descriptive study determined the co-curricular activities, physical activity motivation and sports performance of high school athletes in Mina National High School. A total of 40 purposively selected respondents who are the athletes in the Integrated Meet (Division Level). To gather data a researcher-made instrument for Co-curricular Activities, Sports Performance of the athletes and a Physical Activity Motivation Questionnaire Checklist based on the studies and Theory by Edward L. Deci and Richard Ryan (2000) were used. Frequency distribution, Mean, Standard Deviation were the descriptive statistics while the Mann-Whitney U Test, and Spearman Rho Correlation Coefficient Analysis, set at .05 level of significance, were the inferential statistics. Results revealed that the Physical Activity Motivation level of students as an entire group and classified according to age, and sex was very high. The student athletes were less involved in co-curricular activity as an entire group and when grouped according to age, and sex. The sports performance level of student athletes as an entire group; those of the females; and those below 16 years old were "average". On the contrary, the males and 16 years old and above were low in sports performance. No significant difference existed in the level of physical activity motivation of athletes when classified according to their age and sex. No significant difference existed in the level of co-curricular activity involvement of students when grouped according to their age and sex. No significant difference existed in the Sports Performance of the students when grouped according to age and sex. No significant relationship was existed between co-curricular activity and sports performance; and between co-curricular activity involvement and sports activity motivation. However, a significant relationship existed between physical activity motivation and the level of sports performance of students.

Keywords: Co-curricular Activities, Physical Activity Motivation, Sports Performance

Introduction

Education is a broad concept that surpasses the four walls of a classroom. The core aim of education is to foster all round development of a child. All round development essentially means intellectual, physical, moral, sensible and social development. These can be achieved only through education. To fulfill these objectives, there is a prime need of striking a balance between syllabus, curriculum, books and also co-curricular activities beyond that.

Education also transforms lives and it is the heart of the United Nations Educational, Scientific and Cultural Organization (UNESCO's) mission to build peace, eradicate poverty and drive sustainable development. UNESCO is the United Nations' lead agency for Physical Education and Sport (PES) which gives assistance and guidance services for governments, and experts to debate the evolving challenges of physical education and sport. UNESCO plays the secretariat role for the Inter-Governmental Committee for Physical Education and Sport (CIGEPS) has been created to promote international cooperation in the sphere of physical activity to strengthen peace, friendship, understanding, and

mutual respect between peoples. Moreover, it pointed out the idea that education is a human right for all throughout life and that access must be matched by quality.

In the 21st century, the pure academic type of education that students are introduced to, is steadily paving the way to a whole new type of education with a special focus to incorporate three major genres of education: reasoning, psychomotor and emotional learning. Preparing our nation's children in order to meet the demands of the 21st century is through imparting knowledge and skills needed to be successful and productive citizens has been the focal point of the recent educational reform movement in the Philippines.

The National Association for Sport and Physical Education (NASPE) defined a physically educated person as one who has the knowledge, skills, and confidence to enjoy a lifetime of healthful physical activity. It is therefore important to understand why students are involved in co-curricular activities, actively participated in physical activity and in sports since they will be the future members of the workforce who will need to use their knowledge to maintain a healthy lifestyle (Sanes, 2009).

Co-curricular Activities are activities that enable to supplement and complement the curricular or main syllabi activities. These are very important part of educational institutions to develop the students' personality as well as to strengthen the classroom learning. This can be an excellent opportunity to discover new meaning in life rather than waste time lazing around or maybe even making trouble out of boredom. It also enables the student to fulfill particular needs and motivation, as articulated fittingly in Abraham Maslow's philosophical statement summarizing Theory of Hierarchy of Needs: "What a man can be, he must be." According to him, people will be frustrated if they are unable to fully use their talents or pursue their true interests (Bruess, et al., 1992; Dacey, et al., 1997). For example, if one has musical talent but must work as an accountant, or if he has musical talent but must work as sales clerk, his need for self-actualization is thwarted.

Motivation is the reason of individuals' actions and a factor driving an organism to act in either way. That is a factor mobilizing human beings that consisted of psychological and physical factors which causes an individual to act in certain way at certain time (Plotnik, 2009). Koçel (2005), states that motivation is spending effort and exhibiting a behavior in order to accomplish a certain goal with their free will. In short, motivation is a general concept that includes will, desire, need, urge and interest. When individuals are motivated, they usually exhibit three characteristics (Plotnik, 2009): filled with energy to execute a certain action; steer their energy to accomplish a certain goal; and have feelings with different levels regarding accomplishing a goal.

Physical activity is also an important medium of learning offered by the growth environment. Through physical activity, people learn to move, learn about themselves and about physical activity. It has also been noted to have a positive effect on learning and cognitive functions, such as memory and executive functions and, as a result, possibly on academic achievement. Overall, the arguments for promoting children's physically active lifestyles are convincing. Schools offer good opportunities to increase children's physical activity and also to support their learning. Past research demonstrated that student involvement has a positive impact on cognitive growth (Astin, 1993; Pascarella & Terenzini, 1991; Pascarella, E. T., & Terenzini, P. 2005).

Sports appears as an attractive aspect of high school experience to many students (Fisher, Juszczak, & Friedman, 1996). According to Ekeland et al. (2004), it

has been noted that sports involvement linked to higher levels of self-esteem and lower levels of anxiety are associated with higher academic performance in the classroom. Contrary to these findings, several studies between physical fitness and academic performance were found positive (Kim, Frongilo, and Han, 2003; California Department of Education, 2005). Specifically, research on youth participation in tennis has presented that youth sports is viewed as a catalyst for educational benefits (Sabo, Veliz & Rafalson, 2012). The word "catalyst" derives from "catalysis," which is defined as an action between two or more persons or forces, initiated by an agent that itself remains unaffected by the action. Sports involvement is neither a cause nor an effect in relation to educational advancement, but rather, youth sport unfolds at an intersection among family, school, community, youth peer groups, coaches and teachers, and cultural beliefs that, when activated and sewn into a young person's identity and development can foster favorable educational outcomes.

Previous research shows that adolescent involvement in school-sponsored sports favorably influences youth development (Feldman and Matjasko, 2005). Active involvement and excellent sports performance are found to elevate adolescents' grades (Fejgin, 1994; Eccles & Barber, 1999, Lipscomb, 2007; Fox, Barr-Anderson, Neumark- Sztainer & Wall, 2010), enrollment (Pearson, Crissey & Riegle-Crumb, 2009; Veliz & Shakib, 2012), commitment to graduate in high school (McNeal, 1995), educational aspirations and educational attainment (Otto & Alwin, 1977, Fejgin, 1994).

Sports as an example of co-curricular activities like athletics builds character, instills respect for the rules, encourages teamwork and sportsmanship, promotes healthy competition and perseverance, and provides a sense of achievement (Smoll & Smith, 2002).

Mina National High School's mission is anchored on DepEd Mission and Vision, which encourages students to join and actively participate in co-curricular activities. This is not only to prepare talented students but also to help them become wholesome individuals by realizing their potentials. The school is also committed to the optimum growth of every individual, motivating and providing them with opportunities and is equally important to determine how these athletes respond to these opportunities.

The school, together with the stakeholders, provides opportunities for athletes both males and females to motivate learners to improve their skills and

performance in sports competitions. Annually, the Local School Board (LSB) allots budget for the training and sports equipment needed by athletes reach higher level of competition.

Moreover, the school with the coordination of the province of Iloilo sponsored specialized training in Badminton. This training called Governor's Cup, was participated by aspiring badminton athletes and badminton players of the school and other schools in the 3rd District. Finally, for additional training, athletes join the Summer Sports Program of the Municipality.

Hence, this study is conducted in order to find out whether or not the involvement of students in co-curricular activities and their level of motivation have an influence on sports performance.

Research Questions

The study aimed to determine the influence of co-curricular and physical activity motivation on the sports performance of High School Athletes at Mina National High School. Specifically, this study sought to answer the following research questions:

1. What is the level of physical activity motivation of High School athletes as an entire group and when grouped according to age and sex?
2. What is the level of students' co-curricular activity involvement as an entire group and when grouped according to their age and sex?
3. Is there a significant relationship between the physical activity motivation, co-curricular involvement, and sports performance of students?
4. Is there a significant difference in the sports performance of the students when grouped according to their age and sex?
5. Is there a significant difference in the level of co-curricular activity involvement of students when grouped according to their age and sex?
6. Is there a significant difference in the level of physical activity motivation of students when grouped according to age and sex?
7. What is the level of sports performance of the students as an entire group and when grouped according to age and sex?

Literature Review

Co-curricular Activity

Co-curricular activities were an integral part of the

school life. These activities are vital because they are part of the core curriculum and play a very crucial role in giving young boys and girls the ability to mold their lives to become well rounded people. It creates good teacher- student relations and in the presence of these activities, students performed better in studies. Teachers get more time to understand their students. They get to know different sides of their students other than studies. Teachers get advantages from them as they could help others with their ideas and presence (Cowley, 2005; Ahmad, 2006).

The core aim of education is to foster wholesome development of a child that includes the intellectual aspect, physical, moral, sensible and social development which could be achieved only through education. But based on observations, a lot of teachers find difficulty in supporting and giving credit to high school students who engage in different co-curricular activities. These activities are sacrificed for particularly classroom time in efforts to improve academic success. This is largely because the foci of the school curriculum and after- school programs are on achievement in academics (Castelli et al., 2007). However, Larson (2000) stated that although a substantial portion of this leisure time is dedicated to instructional pursuits, involvement in co-curricular activities has been found to be productive use of this time, providing diverse opportunities for development and growth. Co-curricular activity essentially takes place outside a typical pen and pencil classroom experience. Thus, it provides the opportunity to develop particular skills and exhibit their non-academic abilities, and groom the students in the "art of living and working together." These are the true and practical experiences gained by students by their own learning.

Miller (2007) further elaborated that co-curricular activities are added on to the main core curriculum to elevate an equal status to academic work for curriculum which has to be looked holistically. It is mandatory for schools to afford learners access to this balanced education.

Therefore, school activities must be designed purposefully to give an apt mix of student's participation in academics and co-curricular activities, thus it creates and provides a better chance for the total development of an individual.

Christopher (1998), states that the school and society are interrelated--school provides manpower to society keeping in view its needs and demands. Society needs mentally and physically healthy persons having

qualities like creativity, hard work and honesty. Such qualities need training and practice. Textbook alone cannot develop such qualities. These qualities also acquire co-curricular activities as well. Co-curricular activities therefore, as a series of activities related with the school program, helped bring out a total development of the students.

According to Kilrea (1998), co-curricular activities also provide students' opportunities outside the curriculum in order to broaden learning experiences and are seen as positive contributors to the overall development of the student. They believed that development of the whole child, build the student's character and gain motivation that can be utilized in life beyond the school setting could give (Branch, 2003). Besides co-curricular activities offer an authentic environment for experiential learning and developed better opportunity to build on character, relationship and studies, according to Douglas (2007).

Through active participation in co-curricular activities, it enables the student to fulfill particular needs and motivation. This is articulated fittingly in Abraham Maslow's philosophical statement summarizing his Theory of Hierarchy of Needs: "What a man can be, he must be." According to him, people will be frustrated if they are unable to fully use their talents or pursue their true interests (Bruess, et al 1992).

Chapman (2003) further suggested that if students engage in co-curricular activities, they will experience more involvement in the task, increase effectiveness working through challenges, and demonstrate signs of greater happiness when they accomplish their work. Along this line, Fletcher (2005) proposed that student engagement can occur in activities that are planned. Life beyond the classroom contributes to the students learning environment with the greatest amount of impact stemming from the students' total level of campus engagement, particularly when academic, interpersonal, and extracurricular involvements are mutually reinforcing and relevant to a particular educational outcome (Pascarella & Terenzini, 2005).

Strayhorn, (2008) suggests that collaborative activities such as intramural sports have the potential to yield growth and personal development. He revealed and observed that students benefited from co-curricular involvement which influences learning outcomes and encourages students to interact with their peers.

Over the past 20 years, research has confirmed the positive effects co-curricular activities have on student achievement and other social aspects. The National Federation of State High School Associations cites a

number of case studies that shows students who compete in high school activity programs make higher grades and have better attendance (NFHS, 2002). Another study, conducted by Dr. John S. Miller (2007) at the University of Idaho, contends that co-curricular activities help students to develop leadership and conflict management skills.

Co-curricular activities lead to fewer school drop outs, greater community involvement, greater academic achievement and a number of positive outcomes (United States Department of Education, 2002). Perhaps the most important impact of participation in high school activities is the short-and long-term personal and emotional benefits that lead to making appropriate choices.

The rewards of co-curricular activities in schools have been researched well and that students who participate in these activities show higher academic results, stronger relationships in schools and are more likely to lead a healthy and active lifestyle.

Students also feel a sense of belonging to the school and have higher self-esteem by participating in structured activities like music, dance and performing arts. In addition to this, students are motivated and it leads to a happier, healthier and a more cohesive school (District Spring Newsletter, 2013).

Many conclusions have been drawn from researches related to co-curricular activities and grade point average. Cited researches stated that co-curricular activities provide all students--including at-risk and gifted students-- an academic safety net (Holloway, 2000). In 1986, Haensley, Lupkowski, and Edlind confirmed a research that cited a relationship between grades and participation, and suggested that this relationship existed because participation increased students' academic motivation and sense of involvement (Kilrea, 1998). Motivation is an important ingredient to keep at-risk students in school. Faced with the challenge of providing at-risk students this motivation, many schools are willing to explore all avenues to keep at-risk students from becoming dropouts. One avenue to motivate students is through involvement in co-curricular activities.

Physical Activity Motivation

Motivation is a Greek term "movere" which means "to move" (Lupdag, 2005), and an energy that determines and steers human behavior that drives individuals to act for a goal (Adair, 2003).

As they say, being motivated means to be moved and

to do something. A person who feels no impetus or inspiration to act is characterized as unmotivated, whereas someone who is energized or activated toward an end is considered motivated. Almost everyone who works or plays with others is, accordingly concerned with motivation facing the question of how much motivation those others, or oneself, has for a task. Most theories of motivation reflect these concerns by viewing motivation as a unitary phenomenon (Ryan & Deci, 1985).

School serves as an excellent venue to provide students with the opportunity for daily physical activity, to teach the importance of regular physical activity for health, and to build skills that support active lifestyle (Robert, 2007).

Wallhead et al. (2004) states that the key factor affecting participation and involvement of persons into a certain sports branch is motivation. If an individual or an athlete is motivated, steered on a certain goal, combined his or her efforts drive towards a certain direction continuously, his or her attitude and performance will differ in an extraordinary way (Eeren, 2001).

Athletes that are physically motivated, their behavior becomes activated and goal-directed (Nairme, 2003); and Vlachopoulos et al.(2000) confirmed that there is a positive relationship between motivation, self-confidence and success in one of the most consistent findings in research about being involved in sports activities. Motivation is all important for success in sport- both in recreational and competitive sport (Matsumoto & Takenaka, 2004).

The gymnasts of Mina National High School are athletes that are motivated, steered, confident, earned internal strength, and power that through their rigid training, hard work, commitment and drive made them to perform excellently many times and won as champion in the 2016-2017 Regional Meet, and will represent the school and municipality to the National Level competition. With the moral support, financial assistance and great contribution of our Local Government Unit (LGU) made their goals realized. According to Eeren (2001), athletes that are highly motivated, combined their efforts to drive toward a certain direction continuously in order to achieve their desired goal and if their motive or urge gained importance, their attitude and performance will differ in an extraordinary way. Individuals also are motivated when they exhibit characteristics which are filled with energy, execute excellent action and accomplish certain goal (Plotnik, 2009). People also enjoy and do

better with what they are doing more if they are intrinsically motivated (Deci & Ryan, 2000).

Motivation greatly influences an individual's performance in situations where one is physically capable of performing the task but is uncertain about his/her capabilities, which in many cases is a problem that drives people not to begin with a chosen sports activity. In general, motivation refers to the intensity and direction of behavior. Ultimately, it means whether or not someone expects they will be successful when they attempt a particular skill (DuBrin, 1999).

Attitudes towards physical activity and perception about physical education classes are important to understand as they can influence individual's decision to begin or to continue participation in an activity (Silverman & Subramaniam, 1999).

Physical Education teachers should give more physical activities that are of interest to the students to make them more active and participative so as to bring out the best and improved performance (National Association for Sport and Physical Education (NASPE, 1995).

Self-efficacy is people's judgments of their capabilities to organize and execute course of action required to attain designated type of performance (Bandura, 1997). Self-efficacy was found on gymnasts' motivation to engage in physical activity. They believed that they were able to participate in a physical activity and were confident about their ability to achieve gold medal in the Regional Level meet and soon to compete in the National Level. At the same time, all of them enjoyed a sense of self- control during their physical activity (sports competition). Self-competence helped them to maintain their performance level. Some liked to challenge their own physical limits and believed that they could successfully exceed their limit (Sternfeld et al., 1999). The physical level and self-efficacy level of these young athletes helped them attain their desired goal. Sherwood and Jeffery (2000) confirmed that self-efficacy is an important indicator of physical activity, based on their reviews of current physical activity studies.

William Glasser (2007) developed the "needs wheel" to determine what motivates high school athletes. According to the wheel, high school student-athletes are motivated to achieve in sports either because they need power, worth and recognition, want to have fun, or sports gives them a sense of freedom from other constraints in their lives. Also, sports continue to

motivate some students because being on a team provides them with a sense of belonging, while others simply use sports to provide perks or peak experiences that counteract a fear of not being able to survive in life outside of sports (Parish & Williams, 2007).

According to the Self-determination theory of Deci & Ryan, (2000), there are different types of motivation that people tend to act out one of the types along the self-determination continuum. Some types are completely intrinsic. The desires to know, to accomplish, or to experience something are intrinsic. Other types are more or less extrinsic. On the self-determination continuum, these are external, introjected, identified, and integrated regulation. A motivation is endpoint, where there is a threshold of autonomy, a change from an “I should” to an “I want”, on the self-determination continuum between identified regulation and integrated regulation.

Self-determination theory says that when people’s needs for competence, autonomy, and relatedness are met, they will be more intrinsically motivated. That is, if the environment, the teacher, coach, or boss helps meet their needs, they will move up the continuum towards intrinsic motivation. To the extent that the needs are not met, he/she will move down the continuum towards external regulation or a motivation. Therefore, if one wants to maximize intrinsic motivation, people shall be allowed to have choices, must be helped to become competent, and connection should be made with them.

Self-Determination Theory also distinguishes different types of motivation and based on the different reasons or goals that give rise to an action. The most basic distinction is between intrinsic motivation, which refers to doing something because it is inherently interesting or enjoyable, and extrinsic motivation, which refers to doing something because it leads to a separable outcome. Research has shown that the quality of experience and performance can be very different when one is behaving for intrinsic versus extrinsic reasons. Intrinsic motivation has emerged as important phenomena for educators a natural wellspring of learning and achievement (Ryan & Stiller, 1991).

Self-determination theory is an interactional theory of motivation. Aspects of the environment, social factors, interact with aspects of the individual, psychological needs to determine motivation or behavior. The core psychological needs include the need for autonomy, the need for competence, and the need for relatedness or connection. Humans all have these needs at the core

of our personalities and they have them all of their lives. Generally, the best, most durable motivation is intrinsic. The reason is that extrinsic factors come and go and if they are not there, motivation is not there either.

According to (Bosnar & Balent, 2009; Petz, 2005), motivation are driven from the inside by some needs, impulses, desires, wishes, or motives, and directed towards achieving a goal that from the outside functions as a stimulus for behavior. He further stressed that intrinsic motivation refers to everything that drives us from the inside, while extrinsic motivation refers to what drives us from the outside.

The National Association for Sport and Physical Education (NASPE, 1995), Physical Education is a curricular area offered in K–12 schools that provides students with instruction on physical activity, health-related fitness, physical competence, and cognitive understanding about physical activity, thus enabling students to adopt healthy and physically active lifestyles. That through physical education programs, students will be able to develop motor skills, understand movement concepts, participate in regular physical activity, maintain healthy fitness levels, develop responsible personal and social behavior, and value physical activity.

Evidence for physical activity as a form of therapy for depression is growing. A study by Martinsen (2008) explored various research investigations of exercise as a treatment for depression. For example, investigations of the use of behavioral activation as an antidepressant showed that it was just as effective in reducing major depression as anti-depressants. Behavioral activation was also shown to be more effective in reducing major depression than cognitive therapy (Dimidjian, 2006). Depressed individuals often spend a lot of time in inactive behaviors that do not involve much reward. In order to reverse these behaviors, engagement in activities that provide feelings of reward or accomplishment and spending less time in passive activities is required. Exercise is an example of one such behavior that provides a pleasurable feeling of accomplishment, and thus could influence depression status in a beneficial way (Martinsen, 2008).

Physical activity promotes children’s and young people’s health and well-being in many ways. It has also been noted to have a positive effect on learning and cognitive functions, such as memory and executive functions and, as a result, possibly on academic achievement. On the whole, the arguments for promoting children’s physically active lifestyle are

convincing. Schools offer good opportunities to increase children's physical activity and also to support their learning. Such physical activity supports children's physical, psychological and social growth and development, while also promoting health, well-being and learning.

Regular participation in physical activity and higher levels of physical fitness has been linked to improve academic performance and brain functions, such as attention and memory. These brain functions are the foundation for learning. Long-term studies have demonstrated that increases in physical activity, resulting from greater time spent in physical education, were related to improved academic performance. Even single sessions of physical activity have been associated with better scores on academic tests, improved concentration, and more efficient transfers of information from short- to long- term memory. Children participating in physical activity are better able to stay focused and remain on task in the classroom, thus enhancing learning experience. (activeliving.org).

According to Pivarnik, et al. (2006), studies conducted between the relationship of involvement to physical activity and academic performance proven the improvement in the academic performance. Likewise Schley (2002) found that student who participate in activity program tend to have higher grade point averages, better attendance records, lower dropout rates and fewer discipline problems and express more interest in further education than their non-athlete peers.

There are also many authors who have documented the acute effects of physical activity on cognitive function. Three recent reviews examined the studies of Brisswalter (2002); Tomporowski (2003) and concluded that physical activity was positively associated with better cognitive functioning in children (Sibley & Etnier, 2003).

On the other hand, Adams, Moore, and Dye (2007) examined relationship between physical activity and mental health. Vigorous and moderate exercise was associated with positively associated perceived health while modestly negatively associated with depression. Strength training positively associated with perceived health and modestly negatively associated with depression and anxiety. Lack of exercise according to the findings of Carvalho (2010), contributes to depression, and resistance training enhances mental health. Strength training improves cognition, self-

esteem, and quality of sleep while reducing anxiety, depression, and chronic fatigue.

In fact, the positive relationship between motivation, self-confidence and success is one of the most consistent findings in research about being involved in sports activities (Vlachopoulos, et al., 2001). But, like with any other activity of an individual, motivation must come from within- intrinsic motivation to be effective and meaningful for someone. Motivation is all important for success in sport both in recreation and in competitive sport (Matsumoto & Takenaka, 2004).

Sports Performance

Sport is an institutionalized competitive activity that involves vigorous physical exertion or the use of relatively complex physical skills by individuals whose participation is motivated by a combination of intrinsic and extrinsic factors. It appears to be attractive to students for the following types of reasons: fun, enjoyment, improving skills, learning, being with friends, success, winning and health (Bandura, 1997; Gaston- Gayles, 2005; Mouratadis et al., 2008; Murcia et al., 2010; Waldron and Dieser, 2010). Likewise it is evident that sport, especially in this age of increased participation, holds many meanings for its participants as well as having a significant impact on our society.

According to Wuest & Bucher (1991) adolescent participants need to be exposed to a variety of activities designed for lifetime participation. Thus exposure to this activity allow individual to determine which are enjoyable, satisfying and meaningful to them. Preparing individuals for a meaningful, self-directed existence is viewed as a primary focus of education. If experiences are provided that are satisfying, successful, and directed toward enriching the student's life, the purposes of education will be accomplished. Therefore, physical education and sports program must be carefully planned, implemented balance and offer equal opportunities to join in varied sports activities that physical educators should understand the goals towards which participants in the program are striving. With these, the nation's schools should be concerned with the well-being of students in their preparation for a productive and happy life in which their potentials are enlarged, fulfilled through worthwhile experiences which will enable them to live a more purposeful, interesting and vigorous life.

The promotion of sports as a path toward maturity and related physical education activities provide

opportunities for students to learn the values of teamwork and the opportunity to apply academic skills in other arenas as part of a well-rounded education (NHSAW, 2001). As a result, high school sports have become a pervasive and powerful presence in most major high school life.

Athlete participation in sports can help develop a high level of physical fitness and attain a high degree of proficiency in selected sport skills and knowledge of various aspects of the game. Thus, it provides opportunities for personal growth, pave the way for the development of friendships, develop decision-making and thinking skills, teach self-discipline and commitment, enhance one's self esteem and personal status, and promote the acceptance of others regardless of race or ethnic origins (Sabo, & Veliz, 2012).

According to Chelladurai (1990; 1993), coaches should lead with a style that matches the team members' preferences so that optimal performance and satisfaction will be the result. And to achieve this, one must achieve a high level of commitment, resources and expertise so that specific goal can be achieved (Davis, Bull, Roscoe & Roscoe, 1994). For this reason, generous social support, rewarding behavior and democratic decision-making are generally associated with high satisfaction among athletes (Weinberg & Gould, 2003). Furthermore, he stated that when the actual and preferred coaching behaviors are congruent, specific coaching behaviors are related to increase the performance. In order to achieve excellence in sport, one must achieve a high level of commitment, resources and expertise for every individual to involve.

Joweth (2003) pointed out, that when athletes' performances fall below expectations, commitment can guard against retaliation by promoting accommodation, and this is characterized by flexibility when change is necessary in order to improve performance. A lack of commitment will in turn linked to criticism, communication breakdown and lack of common goals. In fact, the positive relationship between motivation, self-confidence and success is one of the most consistent findings in research about being involved in sports activities (Vlachopoulos et al., 2001).

In the study conducted by Sanes (2009), she found out that respondents had a positive attitude towards physical education. The respondents have a very positive attitude towards sports because of the many functions like emotional release, affirmation of identity, social control, socialization and success. It is evident that sport, especially among high school

increased participation, holds many meanings for its participants as well as having a significant impact on our society. Participation in sport can help athletes develop a high level of physical fitness and attain a high degree of proficiency in selected sport skills and knowledge of various aspects of the game. Thus, it provides opportunities for personal growth, pave the way for the development of friendships, develop decision-making and thinking skills, teach self-discipline and commitment, enhance one's self esteem and personal status, and promote the acceptance of others.

As concluded by researchers Schafer (1969 & 1971), Phillips (1971), and Chambers (1991), coaches and teammates highly encourage influence sports performance and academic success in fellow athletes. Since the goal of doing well in school is to live up to the high standards set for them by these external influences, athletes are, by definition extrinsically motivated. Self-determination theory (SDT) states that the social environment can quite easily trigger, controlling processes that reside within individuals and can regulate their behavior (Vansteenkiste et al., 2006). It is simply stated, that a social group can influence member's behavior; and by this definition Schafer (1969), Philips (1971), and Chambers (1991) claimed sports teams to be the social group and success in academics to be the regulated behavior. Another point which can be derived from the notion of extrinsic motivation linking academics to athletics is sports eligibility. They say that athletes who have a high degree of psychological investment in sport participation, changes in response to events that threaten their involvement in sports (Brewer et al., 1999). One such threat is poor grades, which result in a person being ineligible to play a sport. Through their research, Brewer et al. (1999) found that athletes have better lifestyle management to maintain their roles and identities as athletes. Brewer et al. (1999) concluded that athletes maintain good grades to ensure their continuation in sport, which overall maintains their self-identity. Due to schools enforcing such rules, athletes are more motivated to do well in school, so as to be eligible to play. The pressure of teammates and coaches to keep grades high enough to be eligible to play a sport, also known as controlled motivation, and the goal of being rewarded with the eligibility to play a sport, also known as extrinsic motivation, and both are key aspects to athletic academic success.

Intramural Meet is done every school year to select and prepare athletes for the higher level of competition. This sports event gives opportunity to all students to actively participate in sports throughout

their developing years, in order to maximize their skills, take every opportunity to compete in different games and enjoy the fun. Results revealed that many of our athletes are qualified to the Congressional meet but few move on to the next level because some are not highly motivated, have low performance levels, lack capacity and strength to win the game and insufficient training. Therefore, in order to have an excellent performance and to win honor and recognition, an athlete must be well prepared, disciplined, should have acquired knowledge and skills and set goal to achieve. Vansteenkiste et al. (2006), states that when people are able to foresee the personal relevance of an activity for themselves, they are likely to identify with its importance, so they will engage in the activity and perform better to achieve a desired goal.

Athletics have come to play a major role in the life of high schools athletes today (Griffith, 2004; Hamilton, 2005; Knox, 2007; Mock, 2003; Tublitz, 2007). Sports culture has become embedded within academic culture on many levels. Traditionally, participation in sports was said to make boys into men and help them appreciate teamwork, duty, sacrifice and dedication. Sports built character, and engendered the values of good sportsmanship in young men. As a result of this tradition, a number of researchers have argued that organized sports can play a beneficial role in the development of children into educated and well-rounded students (Griffith, 2004).

Furthermore, there is no significant difference in the respondents' attitude towards Sports between the male and female respondents. This could mean that the respondents have the same very good performance towards Sports whether they are male or female. These students agreed that sports helped them prepare to become active, healthy adults and helps build social skills as well as physical strength and coordination. The respondents felt that they were offered with an enjoyable and exciting environment in which they learned how to handle success and failure. This could also mean that they had experienced engagement, enjoyment, efforts, festivity and various events in Sports (Sanes, 2009).

Olszewski-Kubliński (2004) states that outside-of-school or extracurricular activities play a more pivotal role in talent development than school-based program. Children and adolescent participate in extracurricular activities because these activities present them with a level of challenge not found in the classrooms as a result of sports participation they make friends and become more connected to school. Others report that

during extracurricular activities, including sports, they also learn time management and other skills which enhance their abilities with regards to academic.

Methodology

Research Design

This study attempted to find out the influence of co-curricular involvement and physical activity motivation and the sports performance of high school athletes. The survey-correlation design was used to ascertain the relationship between co-curricular activities, physical activity participation, and sports performance.

Respondents

The subjects of the study were the 40 purposively selected athletes of Mina National High School who competed in the Iloilo School Sports Athletic Meet and in the Division Level Meet during the school year 2016-2017. Of the forty subjects, 14 (35%) were 16 years old and above, while 26 (65%) were below 16 years old. In terms of sex, 20 (50%) were male, and 20 (50%) were female.

Data Gathering Instrument

In order to generate the needed information for the study, three instruments were used namely:

Co-curricular Activity Questionnaire (CCAQ)

This researcher-made questionnaire was utilized to find out the level of co-curricular involvement of the subjects. It itemized the different subjects offered in high school that provide various co-curricular activities which Mina National High School students actively participated in.

Physical Activity Motivation Questionnaire (PAMQ)

The physical activity motivation questionnaire was adapted from that of Deci & Ryan (2000) to suit to the researcher's needs. The questionnaire has 20 items and is made up of four parts. Using a 4-point Likert scale, the subjects were made to answer by checking the appropriate columns that best corresponded to their answers with the following scores and descriptions: 4–Strongly Agree; 3–Agree; 2 – Disagree; 1 –Strongly Disagree.

Sports Performance Level checklist (SPLC)

The researcher-made Sports Performance Level checklist was used to identify the subjects' sports performance levels. It was divided into two parts: Part One, was on the highest winnings received, and Part Two, was on the number of awards received in four categories: gold, silver, and bronze.

Validation of the instrument

The face and content validity of the researcher-made instruments for co-curricular activities and sports performance was validated by the three Jurors. Prior to the administration of the actual instruments, it was pilot tested among 50 athletes that have participated in the school level competitions only. The said pilot test was undertaken in order to determine its reliability and was found to be reliable with a Cronbach's alpha of .883.

Research Procedure

Before the conduct of this study, approval from the Mina National High School Principal was sought. Upon approval, necessary documents and information about the respondents were requested from the Record Office of Mina National High School. Then the student-respondents were identified through the purposive method.

Arrangements were made with the School Head as to scheduling and proctoring to all student respondents. The researcher briefed the teachers who acted as proctors on the mechanics of how to administer the questionnaire – checklist.

The students were asked to answer the questionnaire under the supervision of their class advisers. Upon retrieval of the accomplished questionnaire, the data were tallied and encoded for interpretation using the Statistical Package for Social Sciences (SPSS) software.

Results and Discussion

This section presents the findings of the investigation. The data for this study were obtained using the researcher-made questionnaire, on Co-curricular Activity and Physical Activity Motivation based on the studies and Theory of Edward L. Deci and Richard Ryan (2000). Mean, Standard Deviation, Mann Whitney-U Test, and Spearman Rho were employed to analyze the descriptive and inferential data, respectively. The .05 level of significance was used as a criterion for the acceptance or rejection of the null hypothesis.

Descriptive Data Analyses

Level of Physical Activity Motivation is taken as an entire group and classified according to age and sex

The data in Table 1 revealed that the level of physical activity motivation of students athletes as an entire group ($M= 3.50$, $SD=.439$) and when classified according to age ($M=3.42-3.60$, $SD=.283-.486$) and sex ($M=3.42- 3.58$, $SD=3.62-.501$) was very high as evidenced of their mean and standard deviation scores.

Meanwhile, their SDs which fell on the range ($SD=.283-.501$) showed a narrow dispersion in the Physical Activity Motivation of high school athletes from the mean indicating their homogeneity.

From the results, it can be said that the subjects are very highly motivated to participate in the different sports activities representing the school. It is worth mentioning that being selected to represent the school in competition brings one prestige and honor not just to himself but also to his family. Moreover, in municipality of Mina, particularly in Mina National High School where everybody knows anybody to be included in a few who goes beyond mediocrity and being on top among the others is something that the community recognize and value. Thus, anyone who is selected to represent the school is already something and is considered as one's achievement.

This finding supports that of the National Association for Sport and Physical Education (NASPE), in providing students with instruction on physical activity, health-related fitness, physical competence, and cognitive understanding about physical activity, enabling them to adopt healthy and physically active lifestyles and making them achieve something for themselves (NASPE).

Table 1. *Level of Physical Activity Motivation of Students as an Entire Group and When Grouped According to Age and Sex*

Category	SD	M	Description
Entire	.439	3.50	Very High
Age			
16 yrs. old and above	.283	3.60	Very High
Below 16 yrs. Old	.486	3.42	Very High
Sex			
Male	.362	3.58	Very High
Female	.501	3.42	Very High

Note: 1.00 – 1.74 Low, 1.75 -2.49 Moderately High, 2.50 – 3.24 High, 3.25 – 4.00 Very High

The data in Table 2 revealed that in terms of their Co-curricular Involvement, either taken as an entire group,



(M=1.50, SD=.45) or classified as to age (M=1.49-1.51, SD=.45-.47) and sex (M=1.46-1.54, SD=.36-.53) the student-athletes are less involved as shown by their means, and standard deviation which showed a narrow dispersion indicating their homogeneity.

Co-curricular activities in the school setting are normally academic in nature and those that are highly active are also those that are academically inclined. One's co-curricular involvement is influenced by one's interest. With this, students who are interested in sports, tend to involve themselves in sports training and practices while setting aside academic nature-involvement.

The result of the study was parallel to that of Cowley (2005) and Ahmad (2006), citing that co-curricular activities are an integral part of the students' school life. These activities sponsored or recognized by a school though not a part of the academic curriculum, but were acknowledged to be an essential part of life of an educational institution which includes sports, school bands, students' newspapers, etc. Also, co-curricular activities were good for the teacher student relations and the presence of these activities allow students to perform better in their studies. Likewise, teachers get more time to understand their students, making them understand the different sides of their students other than studies. They can also help and assist students as to their ideas and presence.

Table 2. Level of Co-curricular Involvement Taken as an Entire Group and Classified According to Age and Sex

Category	SD	M	Description
Entire	.45	1.50	Less Involved
Age			
16 yrs. old and above	.47	1.51	Less Involved
Below 16 yrs. old	.45	1.49	Less Involved
Sex			
Male	.53	1.46	Less Involved
Female	.36	1.54	Less Involved

Note. 1.00 – 1.74 Less Involved, 1.75 -2.49 Moderately Involved, 2.50 – 3.24 Involved, 3.25 – 4.00 Highly Involved

The data in Table 3 revealed that the level of sports performance of athletes as an entire group (M =4.61, SD =5.025) was average. However, when they were grouped according to sex, male showed (M=3.58, SD=0.78) which is low in sports performance, while the female data with the (M=5.90, SD=9.41) have average in sports performance. In like manner, when they were classified according to age, data shows (M=3.61, SD=1.711) those 16 years old and above were low, while those below 16 years old ((M=5.35,

SD= 8.20) were average.

In terms of sports performance, the data shows that female (M=5.90, SD=9.41) performance was average compared to males (M=3.58, SD=0.78) which was low respectively. Interestingly, Mina National High School is a seat for gymnasts where most competitors were female that represents the school and the Municipality to the National level meets (Palarong Pambansa). On the other hand, competitions in the school level are very limited particularly for male athletes; and their chances of going into the next higher level competitions are also slimmer. Hence, this might have influenced the present results of the study.

The results and findings of the study is in consonance to that of Weinberg & Gould (2003), which states that when coaches lead with a better style that match the team members' preferences, optimal performance and satisfaction are the outcome. Likewise, the result of this study agree to that of Jowett (2003) that when the performance fall below expectation, commitment can guard against retaliation by promoting accommodation, and this is characterized by flexibility when change is necessary. A lack of commitment has been shown in the performance of male athletes to be linked to criticism, communication breakdown and a lack of common goals.

Table 3. Level of Sports Performance Taken as an Entire Group and Classified According to Age and Sex

Category	SD	M	Description
Entire	5.025	4.61	Average
Age			
16 yrs. old and above	1.711	3.61	Low
Below 16 yrs. old	8.20	5.35	Average
Sex			
Male	0.78	3.58	Low
Female	9.41	5.90	Average

Note. 0.01 – 1.99 Very Low, 2.00 -3.99 Low, 4.00 – 5.99 Average, 6.00-7.99High, 8.00-10.00 Very High

Inferential Analyses

Results in Table 4 revealed no significant difference in the level of Physical Activity Motivation of students when grouped according to age (U= 172.00 p =.146) and sex (U = 130.00, p =.447). Thus, the null hypothesis is retained.

The results of having no significant difference in the level of physical activity motivation of the subjects imply that one's physical activity motivation is not dependent upon being young or old, or being a male or a female in order to be motivated to participate in kinesthetic activities like sports in particular and physical activity in general. Moreover, it can be said



that one’s motivation is intrinsically within that drives one to achieve something for himself, to make a difference and make an impression, not just to the person involved, but as well as to the people around him in order to earn recognition.

The result of this study supports DuBrin’s (1999), which states that motivation greatly influence an individual’s performance in situations where one is physically capable of performing the task but is uncertain about his/her capabilities, which in many cases is a problem that drives people not to begin with a chosen sports activity. In general, motivation refers to the intensity and direction of behavior, and ultimately, it means whether or not someone expects they will be successful when they attempt a particular skill.

Table 4. Mann Whitney U Test Showing Significant Difference in Physical Activity Motivation of Students’ Athletes When Grouped According to Age and Sex

Category	U-value	Sig (2-tailed p)	Interpretation
<i>Age</i>			
16 yrs. old and above	172.00	.146	Not Significant
Below 16 yrs. old			
<i>Sex</i>			
Male	130.00	.447	Not Significant
Female			

Note: p <.05 Significant

The data in Table 5 showed no significant difference in the co-curricular activity involvement of students when grouped according to age (U=171.000 p=.769) and sex (U=271.00 p=.052). Again, from the result, it can be said that age and sex is not a factor to consider in terms of co-curricular involvement.

The result of the study supports that of Christopher (1998), which says that the school provides manpower to society keeping in view its needs and demands. Society needs mentally, physically healthy persons with qualities like creativity, hard work and honesty that textbook alone cannot develop such qualities. And these could only be through involvement in co-curricular activities.

Table 5. Co-curricular Activity Involvement Level When Group According to Age and Sex

Category	U-value	Sig (2-tailed p)	Interpretation
<i>Age</i>			
16 yrs. old and above	171.000	.769	Not Significant
Below 16 yrs. Old			
<i>Sex</i>			
Male	271.00	.052	Not Significant
Female			

Note: p <.05 Significant.

The data in table 6 revealed no significant differences in the students’ sports performance, as to age (U=203.500 p=.457) and sex (U=203.500p= .923).

From the previous mentioned results, it can be said that age and sex is not a factor that can influence one’s ability to perform well in sports.

The result of the current study seems to agree that sports activities appear to be attractive to students for the following types of reasons: fun, enjoyment, improving skills, being with friends, success, winning and health (e.g. Bandura, 1997; Gaston – Gayles, 2005; Mouratadis et al. 2008; Murcial et al, 2010; Waldron and Dieser, 2010).

The findings also support that of Kilrea (1990), that student’s participation in sports will increase students’ academic motivation and sense of involvement.

Table 6. Significant Difference in Sports Performance of the Students When Group According to Age and Sex

Category	U-value	Sig (2-tailed p)	Interpretation
<i>Age</i>			
16 yrs. old and above	203.500	.457	Not Significant
Below 16 yrs. old			
<i>Sex</i>			
Male	203.500	.923	Not Significant
Female			

Note. p <.05 Significant.

The results in Table 7 revealed no significant relationship between sports performance and co-curricular involvement (p=.108, p=.506). However, a significant relationship existed between sports performance and physical activity motivation (p=.423 p=.007). From these results, it can be said that a student’s performance could not be significantly affected by his/her co-curricular involvement. Further probably those students with higher physical activity motivation are also those that attained good sports performance.

The computed Spearman Rho test P result revealed no significant relationship between sports and co-curricular activities. The findings of this study support the statement that a child may have many opportunities to participate in sports throughout the developing years. But the primary reason of participation in sports and co-curricular activities is to have fun. Thus, lack of this may lead to dropping out in sports and dropping out of school. Sports produce better student because studies have shown that an athlete is likely to be

delinquent, use drugs or will have major problems if one is not involved in any.

While for the existence of a significant relationship between physical activity motivation and sports performance, this study supported by the fact that the more the athletes are physically motivated, the behavior becomes activated and goal-directed (Nairme, 2003); as well as that of Vlachopoulos et al.(2001) which states that there is a positive relationship between motivation, self-confidence and success in one of the most consistent findings in research about being involved in sports activities, thus motivation is all-important for success in sport- both in recreational and competitive sport (Matsumoto & Takenaka, 2004).

Lastly, the Mina school gymnasts are athletes that are steered, and have earned internal strength and power that through their rigid training, hard work, commitment and drive made them perform excellently many times and allowed them to win as champions in the 2016-2017 Regional Meet. Subsequently, these athletes will represent the school and municipality to the National Level competition. This also supports the study of Eeren (2001), which states that athletes who are highly motivated, combined their efforts to drive toward a certain direction continuously in order to achieve their desired goal and if their motive or urge gained importance, their attitude and performance will differ in an extraordinary way.

Table 7. *Significant Relationship Among the Physical Activity Motivation, Co-curricular*

Correlation		Sports performance coefficients	Physical activity motivation	Co-curricular Involvement
Sports performance	Correlation coefficient	1.0	.423	.108
<i>Sig(R-tailed)</i>			*.007	.506
<i>N</i>		40	40	40
Physical activity Motivation	Correlation coefficient		1.0	.055
<i>Sig(R-tailed)</i>				.737
<i>N</i>			40	40
Co-curricular Involvement	Correlation coefficient			1.0
<i>Sig(R-tailed)</i>				
<i>N</i>				40

*correlation is significant at .01 level (2 tailed)

Conclusion

Based on the findings of the study, the following conclusions were drawn: (1) Physical activity, in general, and sports competition in particular has a soft-spot in most students irrespective of age and sex. It can also be said that they possess the drive from within them as influenced by their needs towards achieving a

goal that will become instrumental for the recognition of the community in general, and by his family in particular. (2) Co-curricular activities are normally academic in nature; thus, those who involved most are those that are academically inclined. Perhaps it can be said that those who are physically active tend to be involved in activities that require physical challenge rather than mental and aesthetic one. (3) Female athletes and those 16 years old and below perform better than their male counterpart. (4) Age and sex is not a factor for one to be physically motivated, or to be highly involved in curricular activities, and or to perform better in sports; and vis-à-vis. (5) Students with high physical activity motivation, are also those with high sports performance. It can also be drawn that co-curricular activity involvement is not a factor to consider for one to be physically motivated, and or for one to perform better in sports.

This study has generated some information and insights, which should provide direction to some of the specific conclusion in the Philippine education today. Thus, on the bases of the findings and conclusions, the following are hereby recommended: (1) School sports programs be reviewed to strengthen particularly the physical activity needs of the students particularly that of the males and those of other sports aside from gymnastics. (2) Department of Education key officials and policy-making top officials may make use of the results and findings of this study as basis for strengthening the present sports program and the co-curricular activities that will answer the needs of the students as the clientele of the program. Policies may be formulated based on the findings of the study that are geared towards providing more varied activities in the educational programs to open more avenues for students in developing them holistically in order to become well- rounded individuals.

Moreover, (3) for the School Head, Head Teachers, Mapeh Coordinator and Sports Coordinator, this study may serve as guide to carefully plan, review, offer, improve, strengthen and implement a balance sports programs with varied activities aside from gymnastics equal to both male and female. Based on findings, sports activities for males will be maximized and better interpret this endeavor to the public in order for the goals and desired outcomes be realized. Finally they should make sure that the participants will experience success and satisfaction, thus providing motivation for continued participation throughout life. (4) Physical Educators and teachers to make use of the findings of the study in providing varied co-curricular, extra-curricular, and sports activity that will enable them to appreciate the influence of being in school,

experienced worthwhile activities, and at the same time empowering them, to be developed as a productive citizen in the future. (5) Students and parents can make use of the findings in considering the factors that may influence one to perform better in sports and the appropriate activity to undertake in order for one to maximize his or her own potentials. (6) For future researchers, it is also recommended to include other factors like academic performance aside from the variables included in this study.

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